

# Geography Curriculum

## Implementation

'let your light shine'  
Matthew 5:16



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## 1. Modular knowledge approach



Geography is taught across each year group in modules that enable pupils to study in depth key geographical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. For example, in EYFS, pupils learn about People, Culture and Communities and The Natural World through daily activities and exploring their locality and immediate environment. This is revisited and positioned so that new and potentially abstract content in Year 1 can be put into a known location and make it easier to cognitively process.

The geography curriculum is built around the principles of cumulative knowledge focusing on spaces, places, scale, human and physical processes with an emphasis on how content is connected, and relational knowledge acquired. An example of this is the identification of continents, such as Europe, and its relationship to the location of the UK. This enables pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key scientific knowledge.

Geography is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with places, spaces, scale, people, culture and processes.

## 2. Developing Disciplinary knowledge and skill development



Disciplinary knowledge is the use of knowledge and how children think geographically.

Tasks are developed for children to think geographically through:

- Place
- Space
- Scale, and
- Interdependence.

Geographical analysis is developed through selecting, organising and integrating knowledge through reasoning and making sense of the content in response to structured questions and well-designed tasks that cause children to think hard as geographers.

Fieldwork and map skills are developed with a study of the local area, using cardinal points of a compass. Pupils retrieve and apply knowledge about human and physical features in their local context. OS maps are introduced to pupils using Digimaps for Schools. Simple keys and features are identified and mapped locally to help begin to understand place, distance and scale. Pupils study a variety of places – this helps them to connect different geographical concepts and gives them perspectives and opportunities to compare and contrast locations.

As pupils begin KS2, fieldwork and map skills are revisited with the intercardinal points of a compass points being introduced to elaborate on the knowledge pupils already have around cardinal points. This substantive and disciplinary knowledge is utilised to support a study of the UK, focusing on regions, counties, landmarks and topography. This study demands analysis and pattern seeking to identify the features of the UK. Further retrieval studies are designed to support conceptual fluency around physical and human features. Cause and effect are also developed through geographical reasoning. An example of this is the interrelationship between physical terrain of the northern regions of the UK and the lower lands of East Anglia, that are covered in glacial deposits.

## 3. Lesson structure



Feature	Function
Do Now	To recall previous learning so children know and remember more.
Hinge Knowledge Retrieval	Taken from the whole school knowledge progression for geography recall/retrieving knowledge so all children meet end points in order to pivot to their next years learning.
I (Model/Guided Discourse)	The class teacher will model explicitly how to achieve the lessons learning objective and empower children to with the knowledge required to do so. Name the steps need to achieve the learning objective.
We	Children are provided with an opportunity to rehearse the lesson objective with other children to embed the skill being taught with support from peers. This allows the class teacher to circulate with purpose and check whole class understanding through QFT methods whilst all children are on task.
You	All children can independently apply their new skill into their own work to demonstrate they have understood the learning objective.
Exit ticket (cumulative)	At the end of every lesson a question is given to each children which directly links to the learning objective as lessons build in each unit the ticket become cumulative so children as once again having and opportunity to recall/retrieve previous learning so it because embed in their memory and not lost in their short term.

## 4. Knowledge organisers and knowledge notes

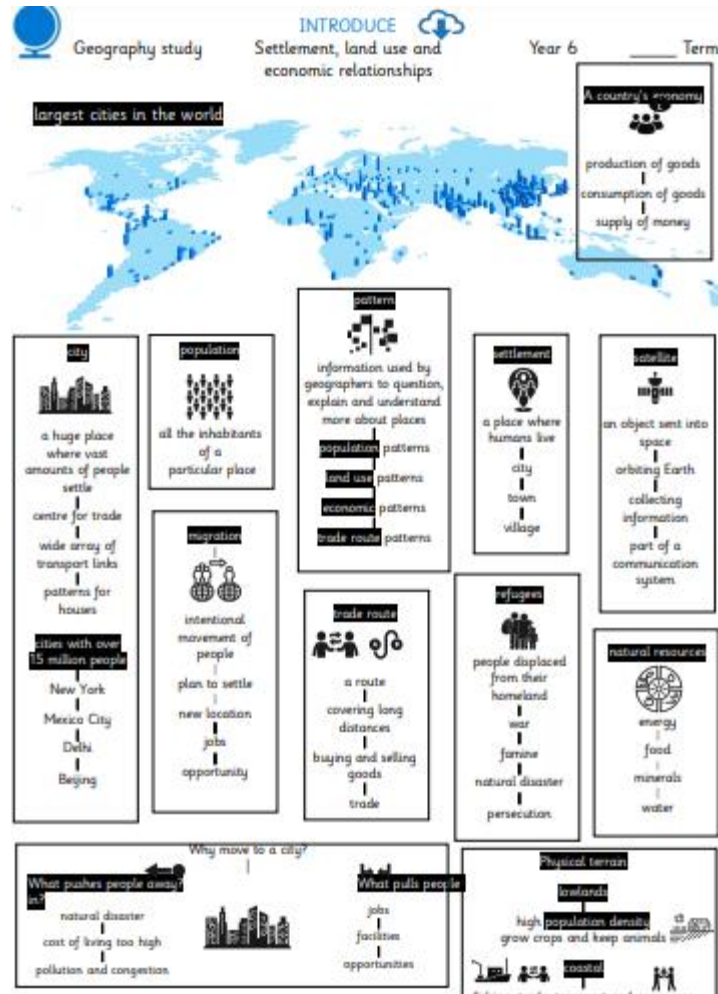


Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain.

Knowledge notes are the elaboration and detail which help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood.

Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall. Knowledge Organisers and Knowledge Notes are referenced throughout each module.

# 4. Knowledge organisers and knowledge notes



Year 6 Knowledge Organiser

Accompanying Year 6 Knowledge Note



# 5. Formative Assessment



## Assessment for learning strategies

Think-pair-share, cold calling, strategic questioning, rally robin.

## Hinge Points

Class teacher identifies the hinge points in the lessons to check all children understand before moving on to prevent misconceptions or gaps in learning.

## Exit Tickets

Links directly to each lesson learning objects assessing everyone's individual understanding every lesson.

## Cumulative assessments

Exit tickets are completed cumulatively supporting children to recall previous learning so they can learn and remember more. Hinge knowledge questions are also repeated across the year and taken using end points from the knowledge progression document quick recall style question to prompt memory and identify gaps for individuals.



## 6. Summative Assessment



### End of unit assessments

End of unit assessments are completed each half term at the end of each unit to assess children's understanding. They are made up of the exit tickets completed at the end of each lesson.

### End of term assessments

End of term assessment are completed at the end of Autumn, Spring and Summer which assess children understanding from units they have complete that year and key hinge knowledge from previous years in the style of multiple choice and explanation questions.

### End of year assessments

End of years assessments are made up of end of unit and end of half term assessments from across the year. Children will also complete a set task to showcase to knowledge and skills they have learnt in that particular year group.

### Reteach weeks

During reteach week children a retaught a lesson from a the previous unit. This lesson is identified through gap analysis of the assessment results to identified the question with the least correct answer their for identify a gap which needs to be closed.

### Retrieval Weeks

During retrieval week children complete a lesson which enables them to retrieve key knowledge related to the knowledge progression in order to help them retrieve essential knowledge to help them achieve the relevant end point.

### Autumn Anchors

Teachers communicate with their classes teacher for the next academic year in regards to any gaps or areas of weakness that need to be filled before starting the next academic years learning.

## 7. Supporting pupils with SEND



We aim for all geography lessons and learning questions to be accessible to all pupils. Pre-teaching of geographical vocabulary provides all children with the opportunity to demonstrate an understanding of subject specific language. The use of dual coded Knowledge Notes and Organisers provide visuals to aid understanding and recall. In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily. Sentence stems can be used where necessary to aid with written evidence.

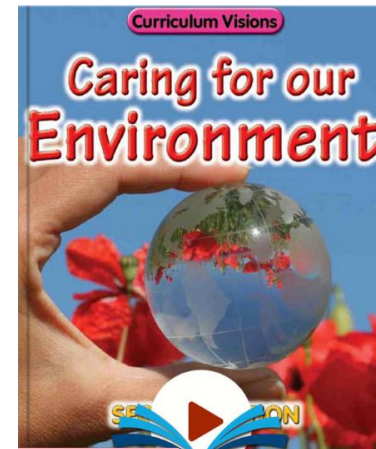
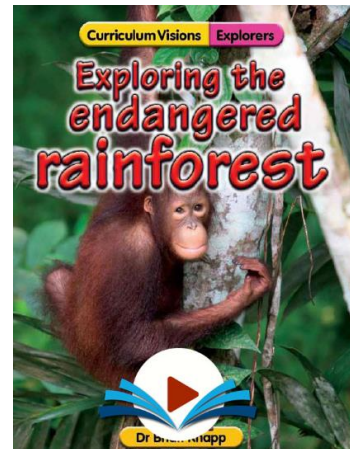
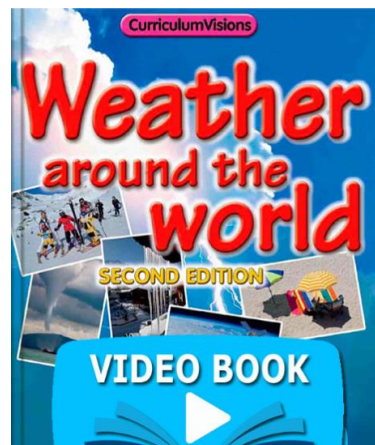
As part of termly SEND reviews, the SENDCO uses the foundation assessment tracker to identify pupils where Tier 1 and Tier 2 intervention isn't effective in ensuring mastery for all in order to provide tailored CPD and training to staff.

## 8. Reading and vocabulary instruction



We want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Geographic language is taught and built upon with vocabulary being a focus. Utilising research, the school explicitly teaches Tier 2 and Tier 3 vocabulary in all subjects.

Our Geography curriculum is supported by a wealth of high-quality texts which support pupil's learning and develop their skills in accessing information from a range of sources. We aim to utilise, 'Curriculum Visions,' to ensure that our subject content has materials that can be accessed by pupils.





## 9. Geography in the EYFS

At Hawkesley we have one curriculum. However, the end points for EYFS and Years 1 – 6 come from different p each subject we have broken down end points into component parts to create one cumulative journey from Nursery to the end of Year 6. The school has created and adopted bridging documentation to manage the difference in expectations of early learning goals and knowledge needed to successfully integrate into the National Curriculum.

The areas of the EYFS curriculum which link directly to Geography are:

1. Understanding the world
2. Communication and Language

Each EYFS medium term plan has a subject overview document that allows curriculum leaders to monitor the activities that link directly to each curriculum areas.

Nursery	Reception
<ul style="list-style-type: none"> <li>• Become familiar with the local environment</li> <li>• Explore school grounds – wildlife and spinney</li> <li>• Know about extended family</li> <li>• EAL – knowing about family members in other places</li> <li>• Explore traditions and Christmas</li> <li>• Know about farms and animals</li> <li>• Exploring world through texts such ‘We’re going on a bear hunt’</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...)</li> <li>• Exploring the school grounds to look at features of the environment.</li> <li>• Discussing where extended family members live on a map, including our EAL families place of birth.</li> <li>• Exploring Christmas traditions from around the world.</li> <li>• Features of cities, man-made vs natural (Naughty Bus link)</li> <li>• Learning London is the capital city</li> <li>• Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps.</li> <li>• Naming features of the world around us (farms, beach, woodland etc)</li> </ul>



# 10. Celebrating diversity

We are committed to ensure that our curriculum reflects the diversity of British society.

In Geography, the children are exposed to a variety of LGBTQ+, disabled and members of the GM/BME (Global Majority and Black and Minority Ethnic) including:



**BDMAT**  
Birmingham Diocesan  
Multi-Academy Trust

Promoting diversity across our Trust



**BDMAT**  
Birmingham Diocesan  
Multi-Academy Trust

Proud to support our LGBTQ+  
staff, pupils & families



**BDMAT**  
Birmingham Diocesan  
Multi-Academy Trust

A Disability Champion

## 11. Staff CPD



All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum. Staff receive regular quality first teaching coaching from senior leaders to support with the implementation of all areas of the curriculum.

- Audit
- Briefing training based on audit needs
- Curriculum leader coaching for target teachers
- Detailed MTPs
- Access to unit support through UNITY curriculum